

**THE COMPARATIVE STUDY OF READING COMPREHENSION  
ACHIEVEMENT BETWEEN STUDENTS WITH EXTROVERT AND  
INTROVERT PERSONALITY AT THE FIRST GRADE OF SMAN 14  
BANDARLAMPUNG**

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**Abstrak.** Penelitian ini bertujuan untuk meneliti perbedaan pemahaman membaca antara siswa dengan kepribadian ekstrovert dan siswa dengan kepribadian introvert. Penelitian ini menerapkan desain penelitian *Expost Facto* atau penelitian Kriteria Kelompok. Subjek dari penelitian ini adalah 30 siswa SMAN 14 Bandar Lampung. Kuesioner dan tes membaca digunakan untuk mengumpulkan data. Data dianalisis dengan menggunakan independen T-test. Hasil penelitian ini menunjukkan terdapat perbedaan yang signifikan secara statistik antara murid berkepribadian introvert dan murid berkepribadian ekstrovert dalam kemampuan membaca dengan level signifikansi  $<0.05$ . Hal ini menunjukkan bahwa kepribadian berperan penting dalam kemampuan pemahaman membaca. Dengan demikian, siswa berkepribadian introvert menunjukkan hasil lebih baik dalam kemampuan membaca daripada siswa berkepribadian ekstrovert.

**Abstract.** The current research was aimed at investigating the differences of reading comprehension between the students with extrovert and introvert personalities. Those applied *Expost Facto* research design or *Criterion Group Study*. The subjects of this research were 30 students of SMAN 14 Bandar Lampung. Questionnaire and reading test were used to collect the data. The data were analyzed by using Independent T-Test. The results showed that there was a statistically significant difference of reading achievement between introvert and extrovert students in with the significant level  $<0.05$ . This suggests that personalities play important roles in reading comprehension achievement. That is, the students with introvert personality perform better in reading comprehension rather than the students with extrovert personality.

**Keywords:** *extrovert, introvert, reading comprehension..*

## INTRODUCTION

In the globalization, everyone is expected not only to have a high education but also a special capability, commonly called skill. One of the skills most needed today is English language. In addition, English has been determined to be one of an international language as verbal language to communicate. It is also a universal language of instruction used in almost every corner of the world. English can be learned through productions (speaking and writing) as well as through receptions (listening and reading). Reading is one of the most important skills that needs to be comprehended well. Through reading, students are able to enlarge their vocabulary directly. In addition, they are able to understand the development of knowledge, science, and technology. It is supported by Afflerbach (2007:12) who said that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge.

The process of reading needs a comprehension. There will be no reading when there is no comprehension. Nuttall (1982:17) stated that the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. Based on the writer's experience in teaching English, she found each student has different achievement level in all four English skills. It happens because there are many factors that influence the result of a study beside the treatment given by the teacher or the quality of the teacher.

We all know that cognitive and affective factors have much influence in language learning. It is not surprising that student who poses high quality of cognitive factor, such as intelligence, will do well in language learning. However, if we take only this single factor into consideration, the most fundamental side of human behavior will be omitted. The statement above is also supported by the psycholinguistic experts Brown (1980) in Rosita (1997:1) who say that success in second language learning cannot be separated from individual psychological factors, i.e. affectivity. They state that this factor also has an equal influence, if not greater, as the cognitive factor does toward students' achievement in second language learning.

In psychological factors, we need to investigate personality because personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. There are three general categories of personality factors which are related to second language learning, namely egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Furthermore, there are some variables which influence the transactional factor on language learning, such as empathy, extroversion, and aggression. Since the writer puts the focus on the personality of the students; extrovert and introvert personality, the analysis of the extroversion is explained.

A newest study was done by Mall-Amiri (2013). The study was aimed to compare the performance of introvert and extrovert EFL learners on tasks of listening and

reading. The design of this study is “A Criterion group design” which is a subset of Ex post facto design. In this study the personality type (Introversion and Extroversion) was the independent variable, the performance of students on listening and reading tasks were dependent variables and the level of language proficiency (intermediate level) and gender (female) were control variables. In this study it was demonstrated that the introvert EFL learners were significantly better at listening tasks than the extrovert ones. As for the second hypothesis the researcher was interested to know if extrovert and introvert students were different regarding their performance on reading tasks. It was shown that the introvert learners with the mean score of (43.80) performed fairly better as compared to extrovert learners with the mean score of (41.15). However the difference between their performances was not statistically significant. One of the justifications that can be taken is that it might be that introverts have been known as studious and hard-working students compared to extroverted and outgoing ones. It gives the impression that they are more attentive and conscientious in certain receptive tasks like reading. Therefore, this attentive personality type may contribute to their performance on the types of tasks which need concentration.

Thus, the writer conducted this research. Based on personality perspective, introvert tends to be better in reading compared to extrovert. Conversely, there is no evidence that states introvert is better in reading. That is why the author wants to find out if introvert is better in reading rather than extrovert.

## **METHOD**

In this research, the writer used ex post facto research design or criterion-group study. Ex post facto means systematic empirical enquiry in which the writer had no direct control of independent and dependent variables. The purpose of this research is to look for causal relationships, so that researchers did not need to conduct experiments. There are two types of this research as a co-relational study and causal-comparative study. In this research, the writer used causal comparative study design. This design can be modified by involving two groups. The second group functioned as a control group so that the first group must had characteristics that the second group did not have. This design could also be used for a research that compared the two groups but still oriented on causal relationships between variables. There were two variables examined in this research: dependent and independent variables. The introvert students were the first independent variable (x1). The extrovert students were the second independent variable (x2) Students' reading comprehension ability is as the dependent variable (y). Students were given questionnaire, and based on the result of the questionnaire, the researcher classified students into two groups: introvert and extrovert. The introvert and extrovert group were taken as the independent variable. Meanwhile, the dependent variable of the research was obtained from the students' reading test result.

The population of this research were students of the first grade in academic year 2017-2018 at SMAN 14 Bandar Lampung. There were nine classes of the first year students. The writer took two classes by using target purposive sampling, (X MIA 5) as a tryout class and (X MIA 6) as experimental class. The total numbers

of the students taken by the writer were 60 students. There were some procedures of data collection that was applied by the writer, they were: (1) Determining the Population and Samples (2) Selecting Reading Test Materials (3) Distributing Questionnaire (4) Conducting Reading Test (5) Analyzing, Interpreting, and Concluding the Data. To measure the validity of the test, the data were analyzed by using content validity and construct validity. In order to meet the content validity—recount, narrative, procedure, descriptive, and news item type of texts based on the School Based Curriculum—was used in this research. Skills of reading in the test are a part of the construct validity and the item numbers are a part of content validity. In this research, the writer used causal comparative study design. The data of the research was statistically analyzed. Causal comparative study was used to analyze the data of the students' frequency of using learning strategies in relation to reading comprehension, i.e. questionnaire. Moreover, this research used Language Learning Strategy Questionnaire (Setiyadi, 1999) and counted on Likert Scale (Setiyadi, 2006). Meanwhile, Independent Group T-test was also used to examine the result of reading comprehension. The data were computed through the Statistical Package for Social Sciences (SPSS).

## RESULT

There is a significant difference between introvert students' reading comprehension ability and extrovert students'. Based on the result of the questionnaire, the writer analyzed the score then grouped the sample. Out of 30 students who followed the test, 12 students (40%) were classified into extrovert, 16 students (53.33%) belonged to introvert, and the other 2 students (6.67%) were put into mediocre group. The result of the questionnaire is presented as follows:

**Table 1. Result of Questionnaire**

Students' Group	Numbers of Students	Percentage (%)
Introvert	16	53.33 %
Extrovert	12	40 %
Mediocre	2	6.67 %
Total	30	100 %

The extrovert and introvert groups were analyzed further in the reading test section while the mediocre group were dropped out of calculation. The reason of doing this was that students who got average score, which were put in mediocre group, mean that they have some qualities of both of personality types, introvert and extrovert. It can be implied that the personality of students in mediocre group might be changed depending on the situation. Since the questionnaire could not predict what exactly their personality when it comes to reading situation, it was better to drop them out of calculation.

**Table 2. Average Score of Reading Test in Introvert Group**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Introvert_Group	16	24.00	56.00	80.00	68.50	6.67333	44.533
Valid N (listwise)	16						

From the table above, the total number of students in introvert group was 16 students. The highest score was 80 while the lowest score was 55. There were 18 students (69.2 %) who got score higher than 70 and only 8 students (30.8 %) who got score less than 70. The mean score of reading test for introvert group was 68.5.

**Table 3. Average Score of Reading Test in Extrovert Group**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Extrovert_Group	12	35.00	25.00	60.00	53.75	10.028	100.568
Valid N (listwise)	12						

From table 3, the mean score of the test was 53.75. The total number of students in extrovert group was 12 students. The highest score was 60 while the lowest score was 25. In contrary of the result of reading test in introvert group, this type of personality shows that there is no students who reached 70.

The data from the reading test was analyzed in order to find out if the hypothesis was accepted or rejected by using the statistical analysis t-test with the level of significance  $\alpha = 0.05$ . From the table above, the result showed that the Sig. (2 tailed) is 0.000 at the level of significant 0.05. So,  $H_0$  is rejected and  $H_1$  is accepted because the value of Sig. (2tailed) is under 0.05. It means, there is a significant difference between introvert students' reading comprehension ability and that of extrovert students.

## DISCUSSION

Personality is something that cannot be separated from human being. Understanding someone's personality allows us to know a person better. By knowing others' personality, we will know how they are in their social life, the way they are thinking and even how their performance in learning activities is.

Generally, there are two types of personality in learning a language, introvert and extrovert. Grouping students based on their personality as accurately as possible has always been difficult. It is because personality is not something stagnant, apart from the validity and reliability of instruments used. It means that students'

personality has the tendency to change depending on the situation. That is the reason why the researcher decided to drop the mediocre group since they have equal strength of the criteria both of personality.

In this research, the researcher used questionnaire modified from Eysenck Personality Inventory (EPI) as an instrument to measure students' personality. In the writer's opinion, it is the most suited one to be used in educational field since it is quite straight forward and it consumes less time than other types of instrument. The fact that many previous researchers also used the instrument might prove that it is really better than others for whatever reason those researchers have.

It can be seen from the result, identifying main idea is the lowest aspect among the others. Introvert group was higher than the extrovert group. The mean of introvert students was 6.25 and the mean of extrovert students was 5. The introvert with their special characteristic according to Eysenck, like high concentration and their eagerness to pay attention rather than to speak supported them to be better in this aspect. While extroverts, they may be even happier as the center of attention. In this case they found difficulties to concentrate in reading. They just pay attention in a few minutes, then, tend to put the focus on other things.

The next aspect was finding specific information. In this aspect, introverts were still better than extroverts. The mean of introverts was 12.18 and the mean of extroverts was 10.83. The introverts who were careful and thoughtful, of course were better in this aspect. They were easier in paying attention and concentration of what they read. In order to find specific information the students need to be careful in deciding what information they got from the text. In other words, extroverts were not used to paying so much attention and concentration about what they read. This might be the reason why the introverts were better than the extroverts in finding specific information.

The next aspect of reading is inference. Inference is the highest aspect of all. Not only, become the highest aspect, inference also has the highest gap between introvert and extrovert group. The mean score of this aspect was 14.68 for introvert group and 11.25 for the extrovert group. The gap reach 3.43. The important thing in this aspect was the students need to catch the idea which did not written in the text. It just likes guessing about moral value or the conflict of the text. So in this aspect, introvert group still got better score than extrovert group. Almost similar to the previous aspects that it needs a whole understanding by reading the text carefully. It was the point that the extroverts were weak about. The extroverts did not like to kept silent and concentration for a while. Their characteristic did not support them to stay on the solitary activity like reading. It might be the reason why the extroverts still had lower score than the introverts.

The difference also happened in the reference. The introvert is better than the extrovert because the mean score of introverts was 11.25 and the mean score of

extroverts was 8.12. It means that the mean score of introvert students was still higher than extrovert students.

The last aspect to be discussed is vocabulary. This aspect had the highest mean score among four aspects in each group. It can be seen from the table that the score of introvert group was 13.75 and the score of extrovert group was 11.04. In this aspect, introvert and extrovert gap were not too far. At this point, the introverts and extroverts may have equal ability with their own way of learning. The introverts who like solitary activity might keep more vocabulary in their mind from reading some books, or articles. While the other side, extroverts who preferred social activity, like to build communication with other people, and also they will keep some vocabulary in their mind every time they have a conversation. In order to speak fluently, they had to keep vocabulary as many as possible. The advantage of this characteristic of extrovert is that when they have a problem in English like finding meaning of some words, and they could not handle it, they try to find the answer by asking someone else like their classmates, teachers, or someone they believed have more knowledge than them. More they explore English by other people's knowledge, more they got some vocabulary. In contrast, introverts tend to solve the problem by themselves without appealing help. It was true that they found the solution of their problem by reading books or browsing some articles from internet. But it would not help when they could not find the answer. They will get stuck on it without solution. So because of that weakness, extroverts were better than introverts.

Furthermore, the reason why introvert students are better in almost those five aspects of reading lies in their way of doing the test. The researcher found that extrovert students had difficulties to concentrate in their reading test. They just paid attention in a few minutes than put their focus to other things. The introvert ones, with their special characteristic according to Eysenck (1965), like high concentration and their eagerness to pay attention rather than to speak supported them to be better in doing their reading test. And according to Ningsih (2000), her study shows that introvert students are better in all aspects of listening rather than extrovert group. It means that introvert students are better in the receptive skill i.e. listening and reading while extrovert has better performance in other skill. Other research was done by Puspita (2012) as the same skill as Ningsih (2000) that is listening, she says that the level of achievement of the extrovert students rely heavily on their surroundings. Since they learned more by communicating or questioning to the teacher, the quality of the teacher will influence their achievement in reading. In contrast, the introvert students have self-reliance type. Their achievement level is of course influenced by the teacher but not as the extent as the extrovert students are. Somehow, the students have to learn independently by themselves. The students need to learn by themselves as well and this what introvert is good at.

However, Nurianfar (2014) in his study about "An Investigation of Reading Strategies Used by Extrovert and Introvert Intermediate Students and the Influence to Their Reading Comprehension", he administered a pre-test of reading to 60 students as the samples. He found that the introverts were better in the pre-

test result of the reading test, but after the samples were divided into two classes and given treatment based on their personality types to explore their reading strategies, the extrovert group outperform introverts in the post-test result of reading test and used more strategies. While Soleimani (2013), he conducted a research to compared the reading comprehension of extroverts and introverts on multiple-choice and true or false reading test. He found that the mean score of introvert group was higher than the mean score of extrovert group on multiple-choice reading test. In contrary, the mean score of introvert group was lower than the mean score of extrovert group on true or false reading. It is mean that the type of reading test used by the teacher has influence to reading comprehension of the students.

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